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AUTHOR Ward, Shawn L.; Rubin, Cynthia A.
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ABSTRACT

With the growing number of dual career families, research has focused on sex-roles and the relationship between career and family values. An assertion is made that the instrumental role (independence, self-reliance) has been associated with support of the family, while care of the home and family requires an expressive role (nurturance).This study assessed career and family values as correlates of sex-typing in high school and college students. A total of 133 high school students in the eleventh grade and 173 college seniors completed three questionnaires: (1) the Role Values Inventory, a 19-item scale assessing individuals' career and family values; (2) the Bem Sex Role Inventory; and (3) a demographic survey. Findings indicated that gender was not the best predictor of career or family values. Subjects sex-typed as masculine and androgynous significantly valued a career more than did the undifferentiated type. Females expressed a greater interest in a career and valued a career more than did males. Females sex-typed as masculine were found to value a family significantly less than all other females. Finally, college students valued both a career and family more than did high school students. (RH)

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A DEVELOPMENTAL CORRELATE OF GENDER: CAREER AND FAMILY VALUES IN HIGH SCHOOL AND COLLEGE STUDENTS.

Shawn L. Ward
Le Moyne College

Cynthia A. Rubin
Fairleigh Dickinson University

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Abstract

With the growing number of dual career families, research has focused on sex-roles and the relationship between career and family values. This study assessed career and family values as correlates of sex-typing in high school and college students. One hundred thirty-three eleventh graders and 173 college seniors completed three questionnaires in group settings: (1) Role Values Inventory, a 19-item scale which assessed individuals' career and family values; (2) Bem Sex Role Inventory; and (3) a demographic survey. There was a significant interaction of group and gender for the career value scores. College students valued a career more than high school students and female college students had a higher score than male college students. Within sex-roles, masculine and androgynous sex-roles significantly valued a career more than undifferentiated types. There were no other differences. For the family values scores, a significant interaction of sex-role and gender was found. Females sex-typed as masculine were found to value a family less than all other females. Within the masculine sex-role, males valued a family more than females. This was also true for the androgynous sex-role.

The Developmental Correlate of Gender: Career and Family Values in High School and College Students.

With the growing number of dual career families the traditional division of labor between men and women has been the focus of much research attention. The traditional division of labor has been equated with a division between instrumental and expressive roles. The assertion made here is that the instrumental function (independence, self-reliance) has been associated with support of the family, while care of the home and family requires expressive functions (nurturance). The expressive qualities associated with parenting are seen as incompatible with those necessary for success in the occupational sphere, especially for women (Hoffman, 1977). The aims of this study were to investigate the incompatibility of these two roles as they develop in high school and college students and to examine how different sex-roles correlate with career and family values.

Methods

Subjects

One hundred thirty-three eleventh graders (M = 16 yrs, 7 mos, SD = 8 mos) and 173 college seniors (M = 21 yrs, 4 mos, SD = 7 mos) participated. The high school sample was from a suburban Syracuse, NY school, the college sample was from a small private college in Pennsylvania.

Tasks and Procedure

Role Value Inventory. The Role Value Inventory was comprised of a Career Value and Family Value subscale (see Appendix A). The Career Value subscale consisted of 11 items and the Family Value subscale consisted of 8 items. Item responses were based on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree). To compute the mean scores for each subscale, an individual responses were totaled and then divided by the number of items on that subscale.

The Role Value Inventory was adapted from the Career Motivation and Achievement Planning Counseling Form (Farmer, 1983) and pretested using 73 students enrolled in introductory-level psychology courses. The alpha coefficient of the Career Value subscale was .74 and the alpha coefficient of the Family Value was .78, indicating relatively high internal consistency. A Pearson product-moment correlation indicated that the career and family subscales were empirically independent ($r(71)=-.21$, $p=.07$). The Role Value Inventory was administered to subjects twice over a two-week interval. Both the Career Value subscale and the Family Value subscale demonstrated high test-retest reliability ($r(71)=.90$, $p<.01$, and $r(71)=.84$, $p<.01$, respectively). Furthermore, there were no significant differences between the scores of males and females on either the Career Value subscale or the Family Value subscale, ($t(72)=1.72$, $p=.09$ and $t(72)=1.31$, $p=.19$, respectively).

The Bem Sex Role Inventory. The Bem Sex Role Inventory (Bem, 1974) was employed to classify sex-types. Subjects' sex-type classification was based on the median split method, employing the Bem Sex Role Inventory normative medians (Bem, 1981).

Demographics. Subjects completed questions regarding gender, age, major, degree program, class year, and career goal (see Appendix B). Also, subjects responded to questions regarding plans for a few years after college graduation and ten years after graduation. Information pertaining to subjects' parent's occupation and education level completed was also obtained.

In small groups, students completed these questionnaires one at a time. Administration of the Role Value Inventory and the Bem Sex Role Inventory was counterbalanced and the first questionnaire was collected before the next was distributed. The demographics questionnaire was always presented following the other two measures.

Results

Two 2(age) X 2(gender) X 4(sex-type) ANOVAS were computed to analyze the Career and Family Value subscale scores. The group means and sex-type distribution for these scales are presented in Tables 1 and 2.

The results of the anova for Career Value subscale revealed a significant interaction of group by gender (Figure 1). Further

analyses indicated that college students valued a career more than high school students. The within group analysis showed that college females valued a career more than college males. This was not expected and may reflect the growing desire to have a career on the part of women. This was supported further by the main effect for sex, (females M = 5.18, males M = 5.00).

The final significant result from this analysis was a main effect for sex-role. Tests showed that masculine (M = 5.24) and androgynous (M = 5.11) sex-roles valued a career more than the undifferentiated sex-role (M = 4.77). No other differences amongst sex-roles were significant.

The analysis of the Family Value subscale revealed significant interaction of sex-role and gender (Figure 2). Males sex-typed as masculine (M = 4.91) and males sex-typed as androgynous (M = 5.41) valued a family more than females sex-typed as masculine (M = 4.15) and androgynous (M = 4.91). The within gender analyses showed that females that are sex-typed masculine valued a family significantly less than the other females. For males, those typed feminine and androgynous valued a family more than those typed undifferentiated. There was also a main effect of group, college students (M = 5.22) valued a career significantly more than the high school students (M = 4.51).

The predicted lifestyles after ten years for the high school and college students are presented in Figures 3 and 4. Chi-

square analyses found no differences for these two groups regarding their plans for after college graduation.

Discussion

These results reflect that gender is not the best predictor of one's career or family values. For the Career subscale, subjects sex-typed masculine and androgynous valued a career more than the undifferentiated type. One interesting finding was that females expressed a greater interest and value in a career than males. This gender difference may reflect the increased participation in the workforce by women.

The incompatibility of the instrumental and expressive roles becomes apparent in examining the differences found on the Family subscale. When comparing sex-roles, females sex-typed as masculine and androgynous scored significantly lower than their male counterparts. Masculine females were found to value a family significantly less than all other female sex-types. This suggests that the combination of instrumental traits and the family role is problematic for females.

College students expressed a greater value than the high school students for both a career and family. It is interesting to note that no significant differences were found between these two groups' predicted lifestyles. The greater value expressed by the College sample probably reflects their more immediate futures.

Future research must explore how these values exist in the

workforce and observe if they are stable or do other life decisions that are inevitable affect these values.

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Table 1.

Means and Standard Deviations for Career and Family Value Subscales for the High School Sample.

			Subscale[a]	
Sex-Type	Gender	N	Career Value	Family Value
Masculine	Male	34	5.07 (0.65)[b]	4.49 (0.67)
	Female	10	5.12 (0.61)	4.12 (0.70)
	Total	44	5.08 (0.64)	4.40 (0.69)
Feminine	Male	4	4.92 (0.53)	5.09 (0.34)
	Female	23	4.62 (0.51)	4.73 (0.56)
	Total	27	4.66 (0.52)	4.78 (0.55)
Androgynous	Male	8	4.58 (0.71)	4.71 (0.36)
	Female	24	5.14 (0.67)	4.46 (0.52)
	Total	32	5.00 (0.71)	4.52 (0.49)
Undifferentiated	Male	19	4.48 (0.82)	4.40 (0.58)
	Female	11	4.55 (0.46)	4.43 (0.51)
	Total	30	4.51 (0.70)	4.41 (0.55)

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[a]Scores can range from 1 (strongly disagree) to 7 (strongly agree) on these scales.

[b]Values in parentheses are standard deviations.

Table 2.

Means and Standard Deviations for Career and Family Value Subscales for the College Sample

			Subscale[a]	
Sex-Type	Gender	N	Career Value	Family Value
Masculine	Male	47	5.24 (0.63)[b]	5.21 (0.91)
	Female	13	5.94 (0.30)	4.17 (1.32)
	Total	60	5.39 (0.65)	4.98 (1.09)
Feminine	Male	9	5.32 (1.06)	5.18 (1.06)
	Female	26	5.37 (0.74)	5.29 (0.84)
	Total	35	5.36 (0.82)	5.26 (0.89)
Androgynous	Male	22	4.94 (0.95)	5.66 (0.79)
	Female	23	5.47 (0.65)	5.37 (0.89)
	Total	45	5.21 (0.84)	5.51 (0.85)
Undifferentiated	Male	17	4.93 (0.77)	5.14 (0.80)
	Female	16	5.14 (0.95)	5.31 (0.84)
	Total	33	5.03 (0.85)	5.23 (0.82)

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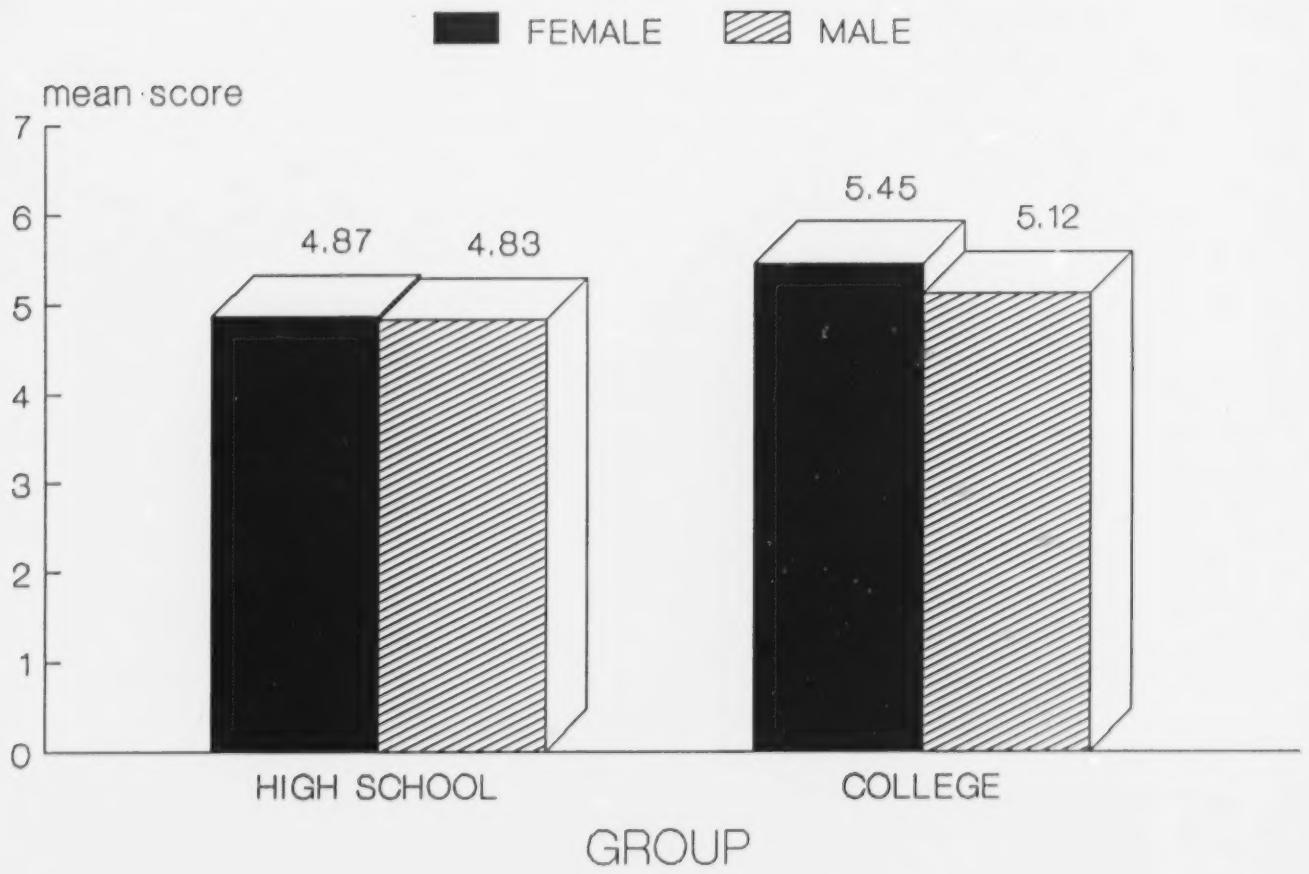
[a]Scores can range from 1 (strongly disagree) to 7 (strongly agree) on these scales.

[b]Values in parentheses are standard deviations.

Figure 1.

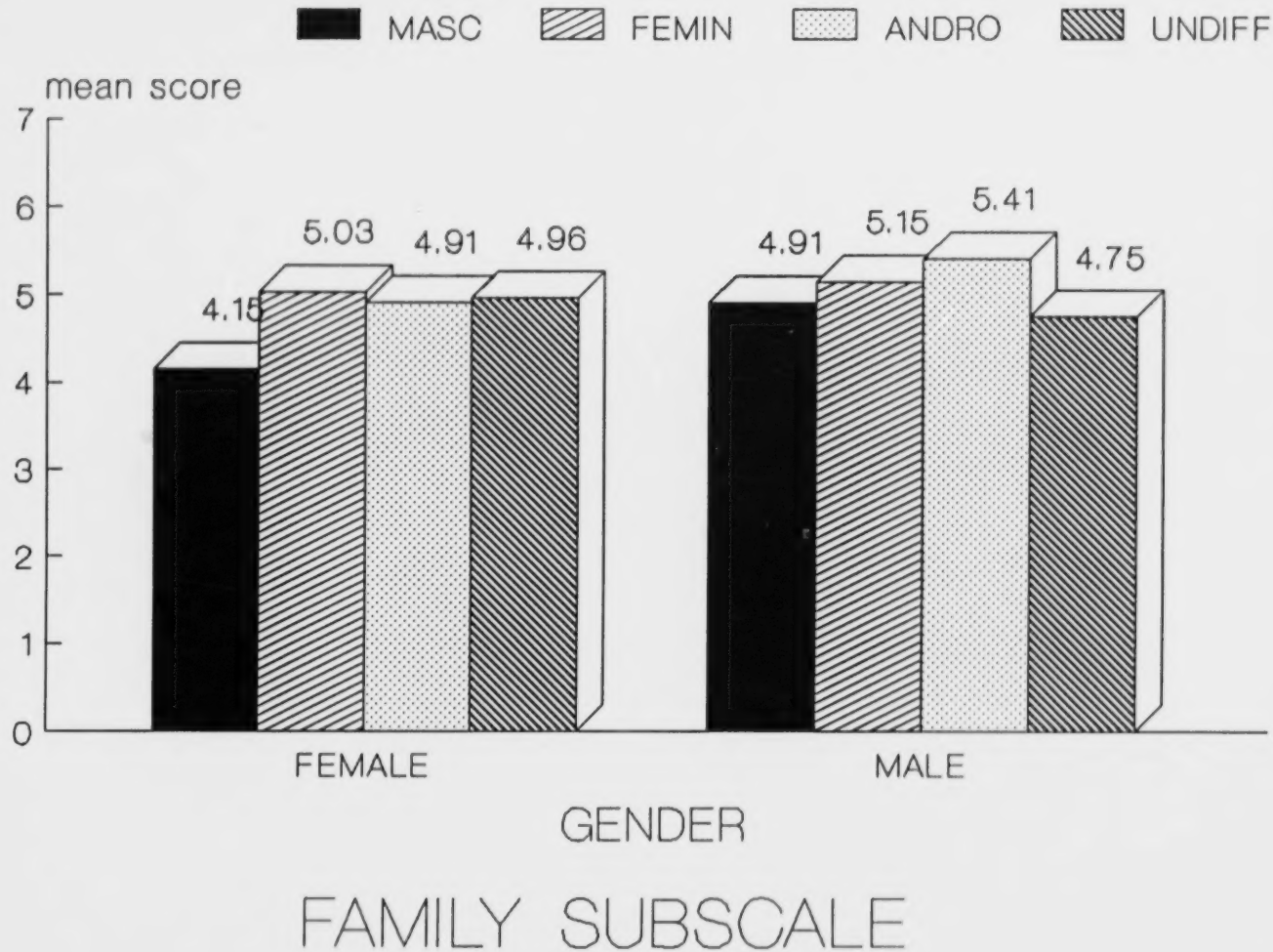
Group by Gender Interaction



CAREER SUBSCALE

Figure 2.

Sex-Role by Gender Interaction



FAMILY SUBSCALE

Figure 3.

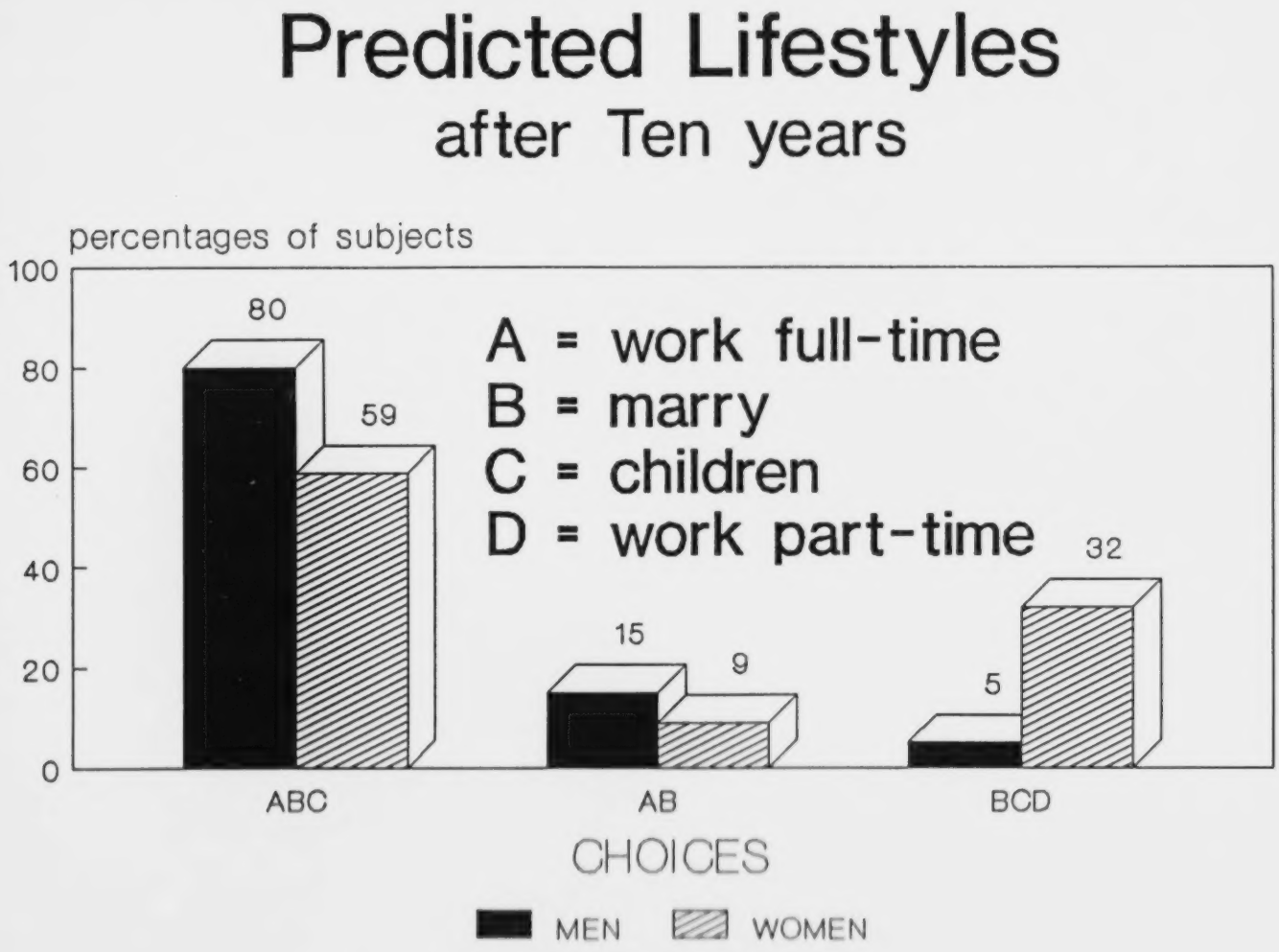
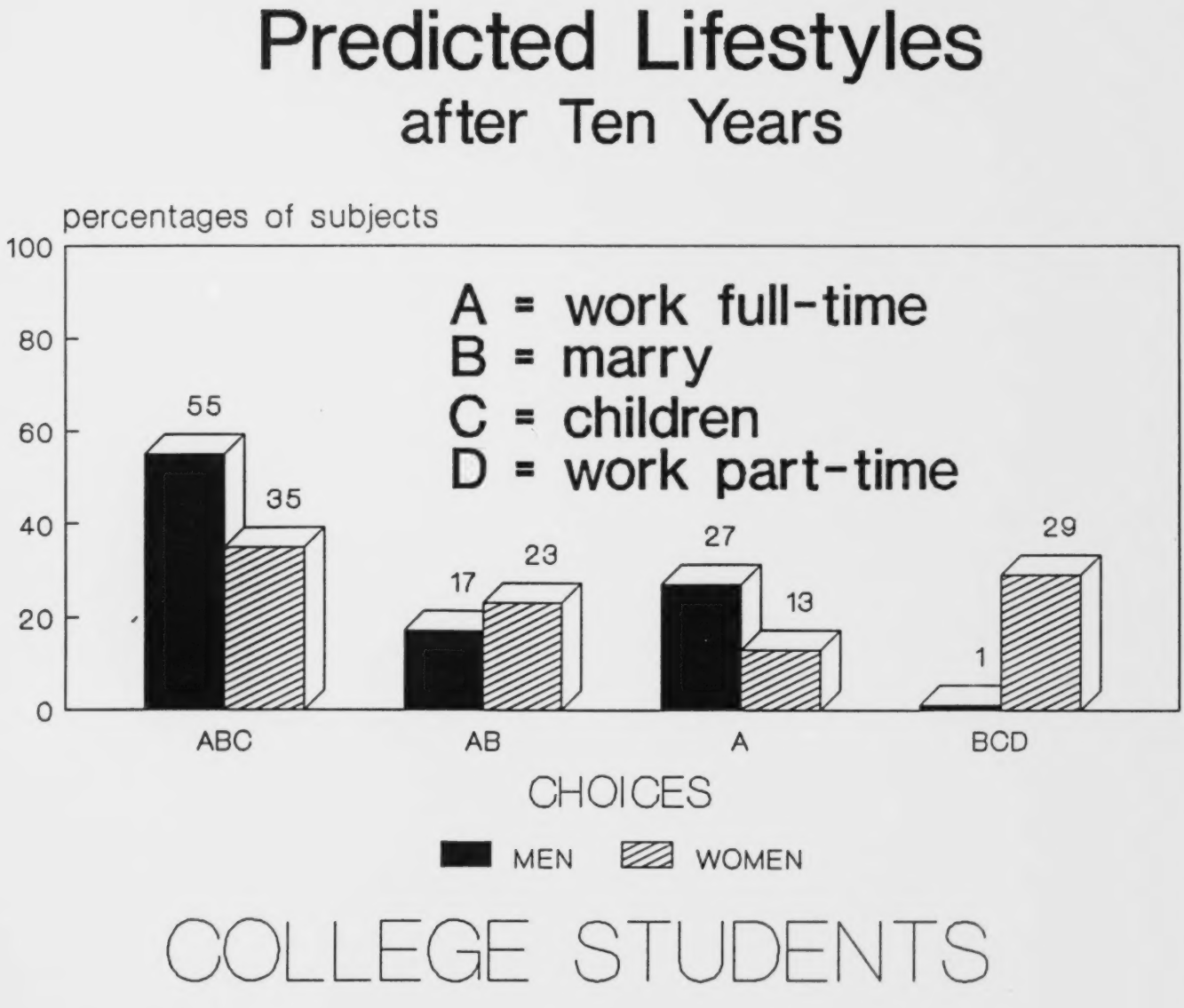

Predicted Lifestyles
after Ten years
percentages of subjects
100
80
60
40
20
0
80
59
15
9
5
32
A = work full-time
B = marry
C = children
D = work part-time
ABC
AB
BCD
CHOICES
MEN
WOMEN
HIGH SCHOOL STUDENTS

Figure 4.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17
23
27
13
1
29
ABC
AB
A
BCD
CHOICES
MEN
WOMEN
COLLEGE STUDENTS

Appendix A.

ROLE VALUE INVENTORY

CAREER AND FAMILY ATTITUDES

Please read each statement carefully then circle the number which corresponds to your answer

		Strongly Disagree			Not Sure			Strongly Agree
1.	I would like my job to be a source of personal pride.	1	2	3	4	5	6	7
2.	*I would prefer not to have other people (e.g. Day Care, relatives) care for my children when my children are of preschool age.*	1	2	3	4	5	6	7
3.	*To me, marriage and family are as important and as satisfying as a career.*	1	2	3	4	5	6	7
4.	My career will provide a focus for my life.	1	2	3	4	5	6	7
5.	*I would never let my career take priority over my family.*	1	2	3	4	5	6	7
6.	I like to have a career goal which I can work towards.	1	2	3	4	5	6	7
7.	It is important for me to plan for my future.	1	2	3	4	5	6	7
8.	If I were forced to choose, I would rather have a career than a family.	1	2	3	4	5	6	7
9.	I do not need a career in order to be happy.	1	2	3	4	5	6	7
10.	*If I were married and working, I would prefer not to have children.*	1	2	3	4	5	6	7
11.	*I often consider what will be my future occupation.*	1	2	3	4	5	6	7
12.	It is not worthwhile to plan for a specific career.	1	2	3	4	5	6	7
13.	It is important for me to have a meaningful occupation.	1	2	3	4	5	6	7
14.	*If it were economically feasible, I would be satisfied to devote full time to my family.*	1	2	3	4	5	6	7
15.	I will express myself through my work.	1	2	3	4	5	6	7
16.	*I would prefer to pursue my career without the demands of marriage and children.*	1	2	3	4	5	6	7
17.	I am a career-minded person.	1	2	3	4	5	6	7
18.	*I consider marriage and having a family as very important.*	1	2	3	4	5	6	7
19.	Succeeding in a career is my main concern.	1	2	3	4	5	6	7

Note: Family Subscale in italics

Appendix B.

Please answer all of the following questions.

1. Gender (circle one): Male Female

2. Age _____

3. Major _____

4. Class year: Freshman Sophomore Junior Senior

5. What is your career goal? _____ or undecided

6. During the first few years after graduation, I will (check all appropriate responses):

   _____ a. Work full-time
   _____ b. Work part-time
   _____ c. Not work outside the home
   _____ d. Pursue a graduate degree
   _____ e. Marry
   _____ f. Have children

7. Ten (10) years after graduation, I will (check all appropriate responses):

   _____ a. Work full-time
   _____ b. Work part-time
   _____ c. Not work outside the home
   _____ d. Pursue or have earned a graduate degree
   _____ e. Be married
   _____ f. Have children

8. List the occupation of each of your parents:

   Father's _____; Mother's _____.

9. Indicate how many years of education have been completed by each of your parents (check one);

Father	Mother
____ 16 years or greater	____ 16 years or greater
____ 14 to 16 years	____ 14 to 16 years
____ 12 to 14 years	____ 12 to 14 years
____ 10 to 12 years	____ 10 to 12 years

10. How many children are there in your family _____; what is your place in your family configuration _____ (for example, first, second, last).